

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson

School Name: Doss High School

Person Submitting Amendment: Jordan Paskitti

Reviewer: Tara Rodriguez

Date Revision Approved: 3/29/18

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Jefferson County Public Schools (JCPS) in Louisville, Kentucky contains the majority of the state's priority (lowest performing) schools according to the state accountability formula which takes into account test scores, graduation rate, and college and career readiness (Kentucky Department of Education, 2015). These schools have the weighty task of attempting to meet the needs of a diverse population of students while simultaneously increasing accountability scores (Simon & Johnson, 2013). The majority of priority students are considered at-risk and qualify for Free and Reduced Lunch (FRL), an indicator of their parent's low socioeconomic status (SES). In his discussion of the impact of poverty on student educational attainment, Jensen (2009) states, "many low-SES children face emotional and social instability" that can lead to, "poor school performance and behavior on the child's part" (p.15). Principals must rethink the approach to dealing with a student body full of students with a variety of learning needs, backgrounds, and future goals. Priority schools have many obstacles and challenges in producing student achievement gains, but most importantly, instruction must focus on increasing student engagement.</p> <p>Student engagement, an essential part of school improvement, can be viewed as a student's active and willing participation, as well as their motivation and interest in school activities (Reeve, Hyungshim, Carrell, Jeon, & Barch, 2004). In their research on engagement, Skinner, Marchand, Furrer, and Kindermann (2008)</p>

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		<p>state, “students who are engaged in school are...more successful academically” (p.765). This engagement factor can be influenced by repurposing schooling through career academies where students are taught according to their interests (Kemple & Snipes, 2000). Career academies take school improvement to the next level by changing the physical layout of the school to create a sense of community, reassigning administration to increase academy ownership, and giving teachers and students autonomy within their academies (Quint, 2008; Reeve et al., 2004).</p> <p>The achievement gap is one of the biggest issues in 21st century education (Ladson-Billings, 2006). It is of paramount importance for teachers, administration, and all educational stakeholders to constantly be looking for ways to teach diverse learners. As the public school student population becomes increasingly racially and ethnically diverse, educators need to reimagine teaching and learning to assure all students reap the multiple educational benefits of this diversity.</p> <p>Doss High School’s CSIP has a GAP goal that states: “By May of 2021, Doss High School will decrease the achievement gap 50% between overall subject area assessment scores and overall non-duplicated gap groups.” The only way for Doss to meet this goal is to be able to make systematic changes based on an increased knowledge of pedagogical strategies that are proven to best meet the needs of our diverse student population. This institute is designed to empower school leaders to do just that.</p>
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources 		<p>Doss High School would like to move \$26,000 from the 3-Year School Improvement Grant (2015-2018) “Resource Teacher-Other” payroll code to new code 1002053-0580-460A. The funds will be used to pay for a team of 8 administrators and resource teachers from Doss High School to participate in the “Reimagining Education: Teaching and Learning in Racially Diverse</p>

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<ul style="list-style-type: none"> • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Schools” summer institute in New York City from July 15-July 19, 2018. The Doss team will grapple with the many ways in which race and ethnicity matter in the teaching and learning that takes place within racially diverse schools and classrooms and how to design educational settings in which all students can learn from each other. Challenging issues and topics to be covered include racial identity, racial and cultural literacy, multicultural education, culturally relevant pedagogy, addressing racial politics, and how implicit biases affect leadership and teaching in diverse schools. The team will then take their learning back to their school to train the faculty and staff as well as re-assess their core values, culture, and systems & structures to best meet our diverse student population.</p> <p>The funds will be used to pay for conference registration, airfare, accommodations, and transportation to and from the airport. Attached is a quote from a JCPS approved travel agent to pay all expenses in advance. The quote does not include an additional \$5,400 for 8 in registration funds. If all payments are made by April 15, 2018 we will receive this discounted “early bird” rate.</p> <p>Summer Institute Link: http://www.tc.columbia.edu/continuing-professional-studies/programs/all-offerings/reimagining-education/</p> <p>“Resource Teacher-Other” 1002227 011038 460A to new code: 1002053-0580-460A \$26,000</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		

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Section 6: Tier III Services <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> • S.M.A.R.T. goals • Quarterly benchmarks • District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> • Stakeholder input/involvement 		

1002227-011038-460A (\$26,000) to new code **1002053 0580 460A**